Student Learning Assessment

SLA

English Literacy

Exemplars of Student Responses

Change the Empty Space
2014 Pilot

Assessment Sector

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Introduction

Teachers are required to assess student responses using the **Performance Task Descriptors** and the **Exemplars of Student Responses** which are both found on the *Teacher Dashboard*.

The assessment of student responses must be based solely on the **Performance Task Descriptors** and the **Exemplars of Student Responses**. Fairness and accuracy for all students are the most important requirements of the assessment process.

Performance Task Descriptors
The **Performance Task Descriptors** are a set of statements that can be used to describe the students' responses to each of the four activities in the Literacy Performance Task.

- The teacher will identify the performance task descriptors which best describe each student's responses. This information will be recorded using the **On-line Performance Task Descriptor**, which is located on the *Teacher Dashboard*.
- When all of the students' responses have been recorded, the teacher will submit this information to Alberta Education through the *Teacher Dashboard*.

Exemplars of Student Responses
The **Exemplars of Student Responses** (located on the *Teacher Dashboard*) are based on students' responses to the Performance Task. These responses provide a range of examples that illustrate the statements in the **Performance Task Descriptors**.

- A rationale that explains the connection between each example of student work and the **Performance Task Descriptors** is also provided.
- The **Exemplars of Student Responses** should be used in conjunction with the **Performance Task Descriptors** to assess a student's response to the four activities in the Performance Task.

How are the Performance Task Descriptors and Exemplars of Student Responses Created?
Several different working groups of educational consultants and grade 2, 3, and 4 teachers developed and validated the **Performance Task Descriptors**. They also selected and validated the **Exemplars of Student Responses**.

Exemplar Selection Working Group
The **Exemplars of Student Responses** are based on selections of student work, taken from field tests, which best illustrate the **Performance Task Descriptors**. Working-group members read a large sample of students' written responses to the performance task and select responses that best match the standards demonstrated by students at the beginning of Grade 3. The working group then writes rationales that explain the relationship between each Exemplar and the **Performance Task Descriptors**.

Exemplar Validation Working Group
The Exemplar Validation Working Group members review and approve the selected **Exemplars of Student Responses** and the rationales that have been prepared. This group ensures that the rationales accurately reflect the **Performance Task Descriptors** and verify that appropriate and accurate references have been made to student work. Working-group members also strive to ensure that there is clarity within the rationales so that teachers can accurately and reliably assess their students' responses.

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Performance Task at a Glance

The Performance Task is composed of four activities, which are designed to be completed in about 60 minutes. It is recommended that the Performance Task be administered during several short sessions. Breaks may be taken any time during the administration of the Performance Task.

During the four activities in the Performance Task, students are asked to communicate their response to the following situation:

Change the Empty Space

Think about where you live and to imagine that there is an empty space near your home. Your community has asked you to give them some ideas about how to change the empty space so that more people will use it.

1. **Activity 1: What I Need to Do**
   The purpose of this activity is to assess literacy awareness. Students **independently** communicate what they know and need to do in order to complete the Performance Task.

2. **Activity 2: Make a Plan**
   After viewing a presentation and discussing their ideas as a class and in small groups, students **independently** plan their compositions.

3. **Activity 3: The Composition**
   Students work **independently** to create their compositions which include visual representations.

4. **Activity 4: Thinking About My Work**
   After students have completed their compositions, they **independently** reflect on their work.

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Activity 1: What I Need to Do

The purpose of this activity is to assess literacy awareness. Students independently communicate what they know and need to do in order to complete the Performance Task.

When assessing Activity 1, consider the extent to which the student

- is aware of what is known and needs to be done
- describes processes of thinking and communicating

Descriptors for Activity 1

Response Quality 5	• In-depth description of what is known and needs to be done is provided. • A variety of ways to communicate effectively are described.
Response Quality 4	• Some specific details are used to describe what is known and needs to be done. • Several ways to communicate are described.
Response Quality 3	• General description of what is known and needs to be done is provided. • Appropriate ways to communicate are described.
Response Quality 2	• Minimal description of what is known and needs to be done is provided. • Minimal description of ways to communicate is provided.
Response Quality 1	• A description of what is known and needs to be done is missing. • A description of ways to communicate is missing.

Note: Student responses at Response Quality 3 and above are responses which meet the Provincial Standard for students at the beginning of Grade 3.

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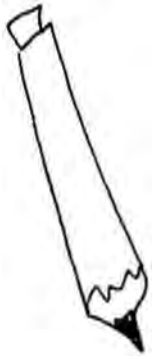
Exemplar for Response Quality 1 Descriptors

Activity 1: What I Need to Do

A student's response in Activity 1 shows an awareness of what is known and needs to be done as well as describing the student's processes of thinking and communicating.

	Descriptor
Response Quality 1	• A description of what is known and needs to be done is missing (student responds using question marks).
Response Quality 1	• A description of ways to communicate is missing (student responds with a picture of a pencil without an explanation of its purpose).

What I Need to Do

What questions do I need to ask?	How can I find the answers to my questions?	What are some ways I can share my ideas?
		

Exemplar for Response Quality 2 Descriptors

Activity 1: What I Need to Do

A student's response in Activity 1 shows an awareness of what is known and needs to be done as well as describing the student's processes of thinking and communicating.

	Descriptor
Response Quality 2	• Minimal description of what is known ("add a FUN thing") and needs to be done ("School") is provided.
Response Quality 2	• Minimal description of ways to communicate is provided ("We will Love our comunity").

What Do I Need To Do

What questions do I need to ask?	How can I find the answers to my questions?	What are some ways I can share my ideas?
I think I will need to add a FUN thing	School	think the comunity We will Love our Comunity

Exemplar for Response Quality 3 Descriptors

Activity 1: What I Need to Do

A student's response in Activity 1 shows an awareness of what is known and needs to be done as well as describing the student's processes of thinking and communicating.

	Descriptor
Response Quality 3	• General description of what is known ("What should I put in empty spaces?") and needs to be done ("get a book") is provided.
Response Quality 3	• Appropriate ways to communicate are described ("I can make a web").

What Do I Need To Do

What questions do I need to ask?	How can I find the answers to my questions?	What are some ways I can share my ideas?
Could I take the rocks and stars and put them somewere elts? What should I put in empty Spaces?	get a book read a story	I can make a web I can use drawings

Exemplar for Response Quality 4 Descriptors

Activity 1: What I Need to Do
A student's response in Activity 1 shows an awareness of what is known and needs to be done as well as describing the student's processes of thinking and communicating.

	Descriptor
Response Quality 4	• Some specific details are used to describe what is known ("How much muney does it cost?") and needs to be done ("Ask my dad").
Response Quality 4	• Several ways to communicate are described ("Make a speech for the mayer").

What I Need to Do

What questions do I need to ask?	How can I find the answers to my questions?	What are some ways I can share my ideas?
Who wants to us the space? How much muney does it cost?	Ask my dad Internet Go to bank	Make a report for my teacher Make a speech for the mayer

Exemplar for Response Quality 5 Descriptors

Activity 1: What I Need to Do

A student's response in Activity 1 shows an awareness of what is known and needs to be done as well as describing the student's processes of thinking and communicating.

	Descriptor
Response Quality 5	• In-depth description of what is known ("Is someone else already planning to make something in the empty space?) and needs to be done ("Go to the internet and find information on building a garden") is provided.
Response Quality 5	• A variety of ways to communicate effectively are described ("send out posters" and "try to talk to my friends").

What Do I Need To Do

What questions do I need to ask?	How can I find the answers to my questions?	What are some ways I can share my ideas?
Are there animals living in this space? Is someone else already planning to make something in the empty space? How big is this space?	Go ask kids, parents, grand parents Go to the internet and find information on building a garden	-send out posters to tell people about the empty space (empty space) -try to talk to my friends and take their ideas (what you think)

Activity 2: Make a Plan

After viewing a presentation and discussing their ideas as a class and in small groups, students independently plan their compositions.

When assessing Activity 2, consider how effectively the student

- represents information

Descriptors for Activity 2

Response Quality 5	• The main idea and supporting details are represented effectively.
Response Quality 4	• The main idea and supporting details are represented using specific details.
Response Quality 3	• The main idea and supporting details are represented appropriately.
Response Quality 2	• The main idea and supporting details are minimally represented.
Response Quality 1	• The main idea and supporting details are missing.

Note: Student responses at Response Quality 3 and above are responses which meet the Provincial Standard for students at the beginning of Grade 3.

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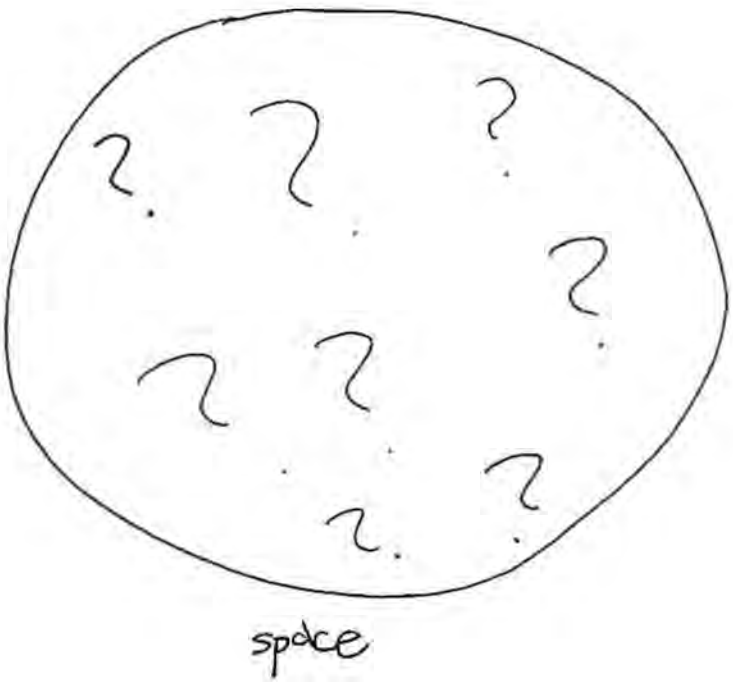
Exemplar for Response Quality 1 Descriptors

Activity 2: Make a Plan
A student's response in Activity 2 shows how the student plans to communicate ideas and information.

	Descriptor
Response Quality 1	• The main idea and supporting details are missing (The purpose of the visual representation is unclear).

Make a Plan

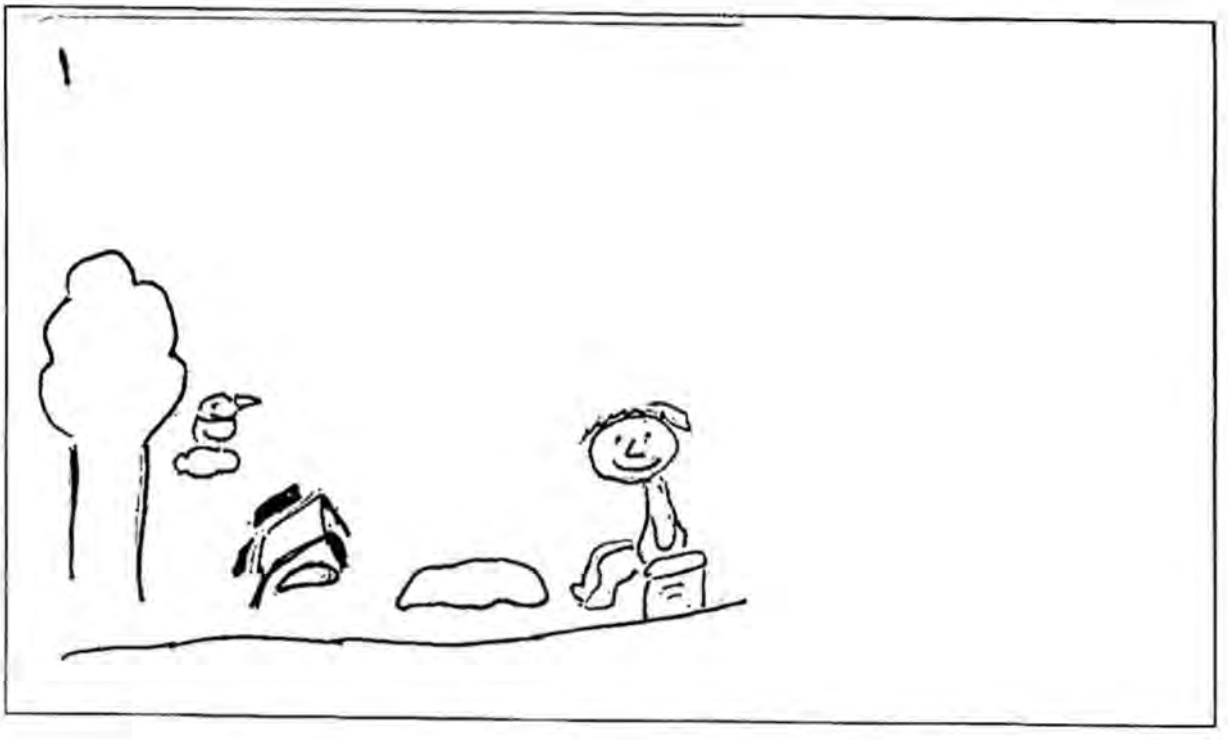


Exemplar for Response Quality 2 Descriptors

Activity 2: Make a Plan
A student's response in Activity 2 shows how the student plans to communicate ideas and information.

	Descriptor
Response Quality 2	• The main idea and supporting details are minimally represented (The plan shows a picture but lacks connection to the main idea).

Make A Plan



Exemplar for Response Quality 3 Descriptors

Activity 2: Make a Plan
A student's response in Activity 2 shows how the student plans to communicate ideas and information.

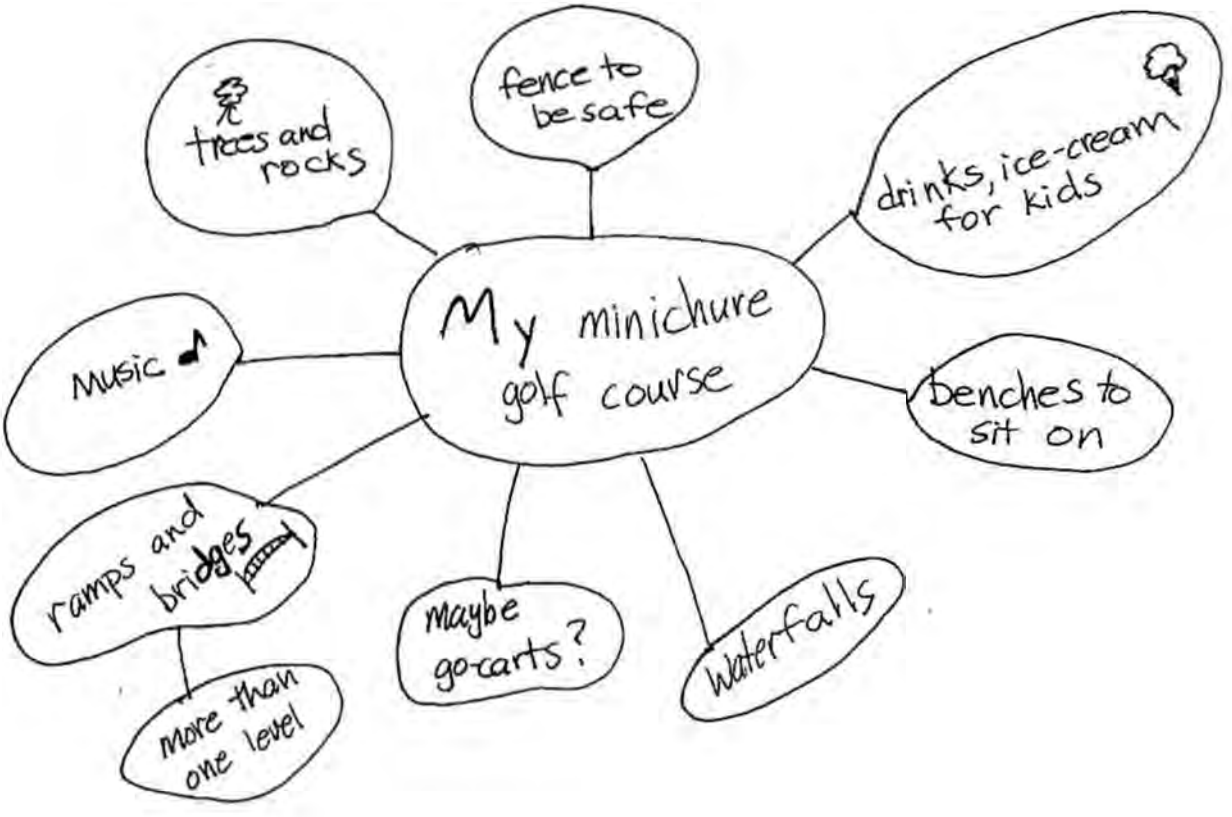
	Descriptor
Response Quality 3	• The main idea and supporting details are represented appropriately (The plan shows a list of basic ideas with some connection to the topic).

Exemplar for Response Quality 4 Descriptors

Activity 2: Make a Plan
A student's response in Activity 2 shows how the student plans to communicate ideas and information.

	Descriptor
Response Quality 4	• The main idea and supporting details are represented using specific details (the plan is organized in a web and contains specific details that support the main idea).

Make a Plan

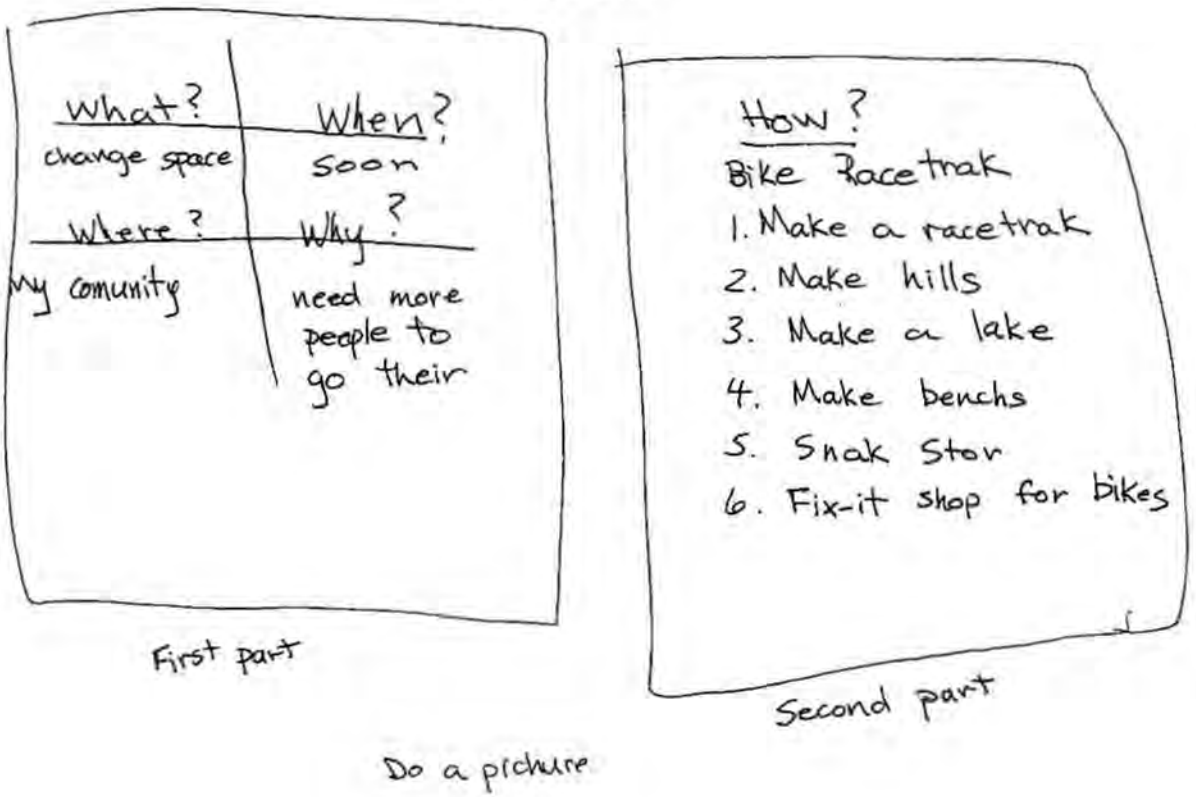


Exemplar for Response Quality 5 Descriptors

Activity 2: Make a Plan
A student's response in Activity 2 shows how the student plans to communicate ideas and information.

	Descriptor
Response Quality 5	• The main idea and supporting details are represented effectively (The plan is organized in a chart and contains details which clearly support and develop the main idea).

Make a Plan



Activity 3: The Composition
Content and Organization

Students work independently to create their compositions which include visual representations.

When assessing Activity 3, consider the **Content and Organization**, **Vocabulary**, and **Conventions** in the student's response.

Content and Organization
When assessing Content and Organization, consider how effectively the student
- establishes a main idea
- uses supporting details
- sequences writing
- incorporates visual representations (pictures, charts, maps, graphs, cycles, and so on)

	Activity 3: Descriptors for Content and Organization
Response Quality 5	• Information is creative and presents a well-supported main idea. • Details are relevant, precise, and consistently develop the topic. • Information is consistently presented in logical sequence. • Visual representations are appropriately integrated and demonstrate in-depth understanding.
Response Quality 4	• Information is intentionally chosen and presents a supported main idea. • Details are interesting, are specific, and effectively develop the topic. • Information is usually presented in logical sequence. • Visual representations are integrated and enhance the composition.
Response Quality 3	• Information is appropriate and provides some support for a main idea. • Details are general and develop the topic. • Information is generally presented in sequence. • Visual representations are present and support the composition.
Response Quality 2	• Information is vague and the main idea is inadequately developed. • Details are few and/or repetitive. • Information is fragmented, is disconnected or lacks a logical sequence and may ramble or present as a list. • Visual representations are present but are ineffective and/or detract from the composition.
Response Quality 1	• Information is undeveloped or inappropriate, or the main idea is missing. • Details are scant. • Information is not sequenced and ideas are presented randomly. • Visual representations are misused or missing.

Note: Student responses at Response Quality 3 and above are responses which meet the Provincial Standard for students at the beginning of Grade 3.

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Activity 3: The Composition
Vocabulary

Students work independently to create their compositions which include visual representations.

When assessing Activity 3, consider the **Content and Organization**, **Vocabulary**, and **Conventions** in the student's response.

Vocabulary
When assessing Vocabulary, consider the extent to which the student uses
- connecting words and phrases
- descriptive language
- topic-specific words

	Activity 3: Descriptors for Vocabulary
Response Quality 5	• A variety of connecting words and/or phrases consistently create coherence. • Specific, descriptive words are thoughtfully chosen and consistently used accurately. • Topic-specific words are consistently used accurately.
Response Quality 4	• Several different connecting words and/or phrases usually create coherence. • Interesting words are intentionally chosen and usually used accurately. • Topic-specific words are usually used accurately.
Response Quality 3	• Simple connecting words appropriately link ideas. • Words chosen are general and used appropriately. • Topic-specific words are sometimes used.
Response Quality 2	• Few connecting words are used. • Words chosen are vague and indicate a lack of vocabulary. • Topic-specific word use is limited.
Response Quality 1	• Connecting words are misused or missing. • Words chosen are sometimes inappropriate and/or misused. • Topic-specific words are misused or missing.

Note: Student responses at Response Quality 3 and above are responses which meet the Provincial Standard for students at the beginning of Grade 3.

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Activity 3: The Composition
Conventions

Students work independently to create their compositions which include visual representations.

When assessing Activity 3, consider the **Content and Organization**, **Vocabulary**, and **Conventions** in the student's response.

Conventions
When assessing Conventions, consider the extent to which the student
- controls sentence structure
- controls spelling
- uses capitalization correctly
- uses punctuation correctly

	Activity 3: Descriptors for Conventions
Response Quality 5	• Simple and compound sentences are written correctly and are consistently effective. • Spelling is essentially correct. Errors reflect risk-taking and phonetic spelling. • Capitalization of proper nouns and at the beginning of sentences is essentially correct. • End punctuation (periods and question marks) and commas (in a series) are essentially correct.
Response Quality 4	• Simple and compound sentences are written correctly and usually effective. • Most words are spelled correctly. Uncommon words may be spelled phonetically. • Capitalization of proper nouns and at the beginning of sentences is usually correct. • End punctuation (periods and question marks) and commas (in a series) are usually correct.
Response Quality 3	• Simple and compound sentences are generally controlled. • Common words are generally spelled correctly. Unfamiliar and irregular words are spelled phonetically. • Capitalization of proper nouns and at the beginning of sentences is generally correct. • End punctuation (periods and question marks) and commas (in a series) are generally correct.
Response Quality 2	• Sentence structure is simple and/or lacks control. • Common and unfamiliar words are often spelled phonetically. • Use of correct capitalization is inconsistent. • Use of end punctuation and commas is inconsistent.
Response Quality 1	• Thought units (sentences) are difficult to discern, and this severely impedes the meaning. • Words may be difficult to discern or may be spelled phonetically. • There is little evidence of correct capitalization. • There is little evidence of correct use of end punctuation and commas.

Note: Student responses at Response Quality 3 and above are responses which meet the Provincial Standard for students at the beginning of Grade 3.

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Exemplar for Response Quality 1 Descriptors: Empty

Activity 3: The Composition
Students work independently to create their compositions which include visual representations.

	Descriptors
	Content and Organization
Response Quality 1	• Information is undeveloped and the main idea is missing ("Emtee spas iz Emptee").
Response Quality 1	• Details are scant ("What too boo" and "chanj it").
Response Quality 1	• Information and ideas are presented randomly (very few ideas are presented).
Response Quality 1	• Visual representations are misused.
	Vocabulary
Response Quality 1	• Connecting words are missing.
Response Quality 1	• Words chosen are sometimes inappropriate ("chanj it").
Response Quality 1	• Topic-specific words are missing (there is no indication of how the space can be changed).
	Conventions
Response Quality 1	• Thought units are difficult to discern.
Response Quality 1	• Words are spelled phonetically ("Emtee" for "empty," "iz" for "is,"and "chanj" for "change").
Response Quality 1	• Little evidence of correct use of capitalization.
Response Quality 1	• Little evidence of correct use of end punctuation and commas.

Length and complexity must be considered.

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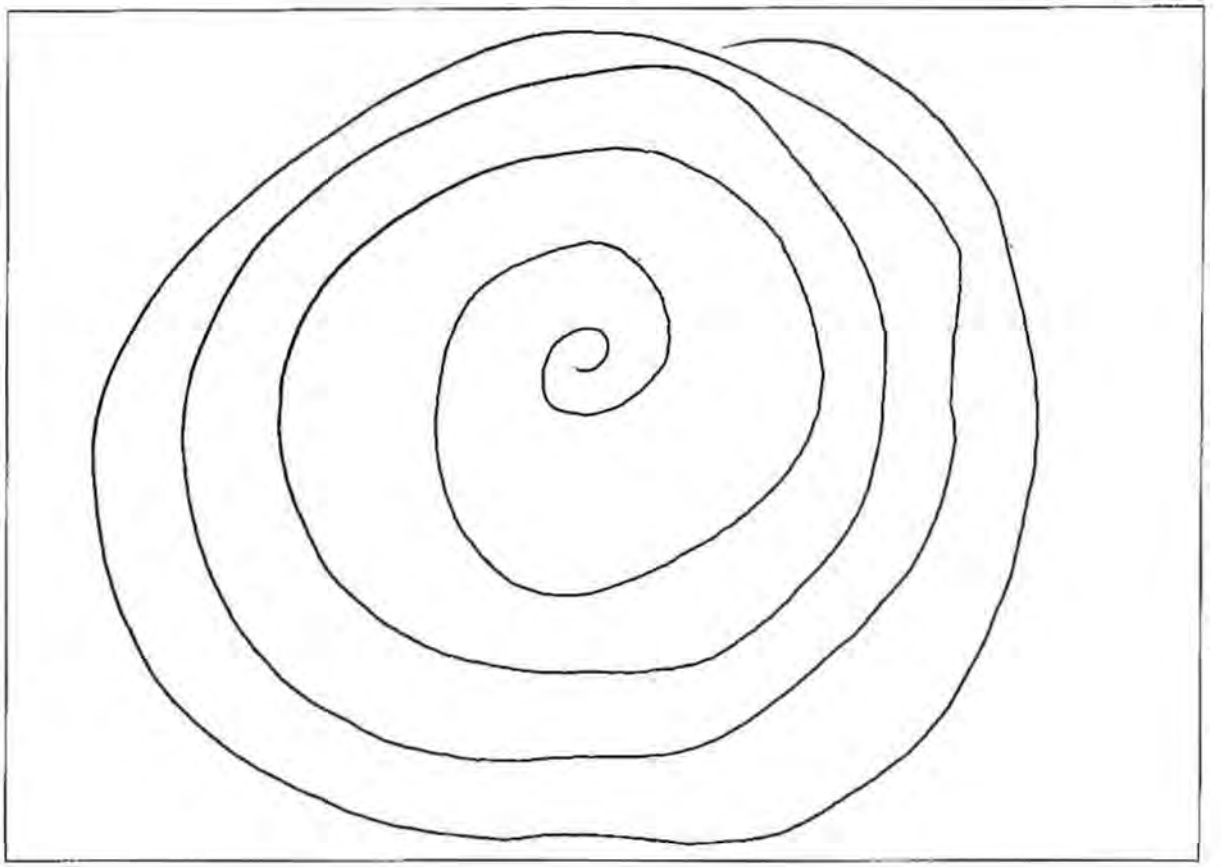

Emtee spdz iz Emtee What too boo chanj it. chanj it

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Exemplar for Response Quality 1 and 2 Descriptors: Music Store

Activity 3: The Composition
Students work independently to create their compositions which include visual representations.

	Descriptors
	Content and Organization
Response Quality 1	• Information is undeveloped and the main idea is missing (kids want to have a music store, have their own concert show, have proud parents).
Response Quality 1	• Details are scant ("musik stor," "onw band," and "our mum and dad").
Response Quality 1	• Information and ideas are presented randomly (some sequencing of ideas is evident but it is ineffective).
Response Quality 2	• Visual representations are present but are ineffective.
	Vocabulary
Response Quality 2	• Few connecting words are used ("and den" and "becaues").
Response Quality 2	• Words chosen are vague and indicate a lack of vocabulary ("kids," "can by ther one band," and "whent").
Response Quality 2	• Topic-specific word use is limited ("ideea," "band" and "consrt sho").
	Conventions
Response Quality 2	• Sentence structure is simple and lacks control.
Response Quality 1	• Words are difficult to discern or spelled phonetically ("hf" for "have," "den" for "then," and "cud" for "could").
Response Quality 1	• Little evidence of correct use of capitalization.
Response Quality 1	• Little evidence of correct use of end of sentence punctuation and commas.

Length and complexity must be considered.

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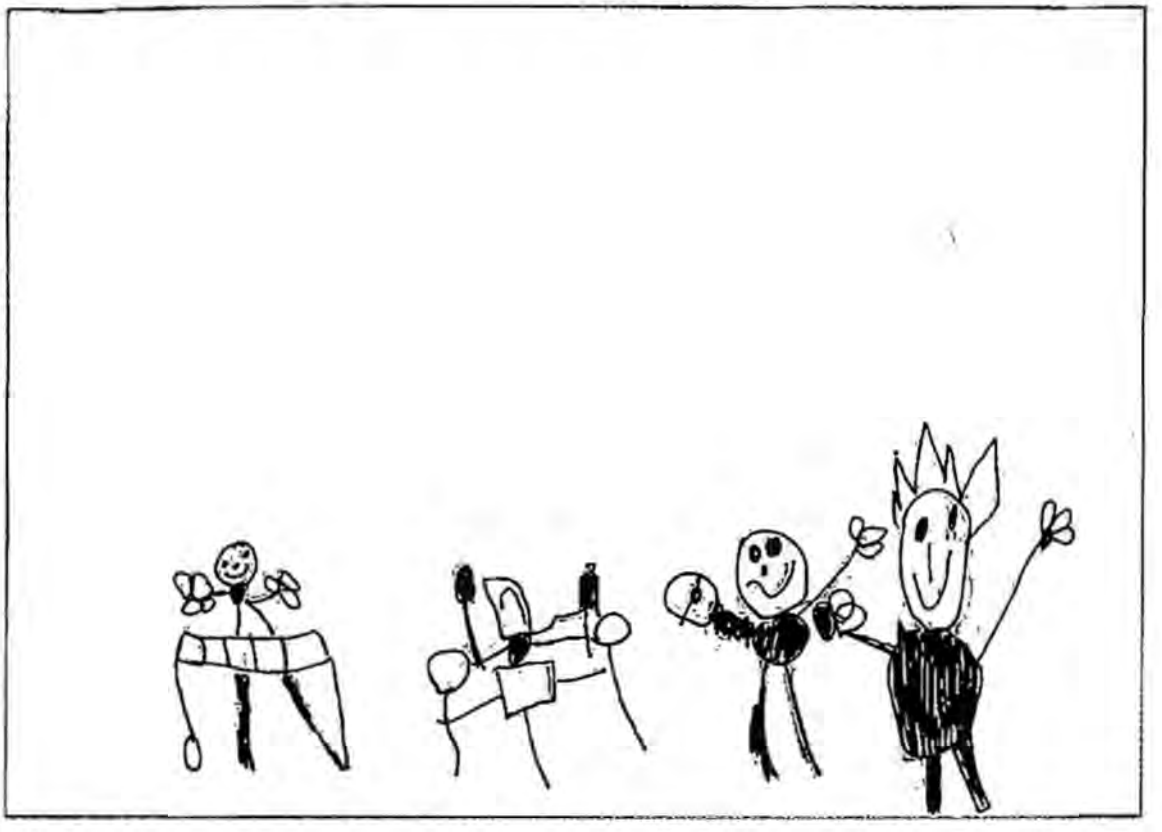

My ideea iz a muzik ster for kids
Egn by ther one band. and den we cut
hf owr one constr shg!. Ov the kids
that whent to the stor becuz den
our mum and dad will be proud ov uv.

Exemplar for Response Quality 1 and 2 Descriptors: The Wood Shop

Activity 3: The Composition
Students work independently to create their compositions which include visual representations.

	Descriptors
	Content and Organization
Response Quality 2	• Information is vague and the main idea is inadequately developed (town needs a wood shop so the people can use the wood).
Response Quality 2	• Details are few and repetitive ("we can slis wood," "we can cut Big Logs,"and "peplo woob Like it").
Response Quality 2	• Information is fragmented, rambles, and presents as a list ("we could slis wood ande carv wood and we can slis wood ... we can carv the logs").
Response Quality 2	• Visual representations are present but are ineffective and detract from the composition.
	Vocabulary
Response Quality 1	• Connecting words are misused ("and" is repetitively used throughout the writing).
Response Quality 2	• Words chosen are vague and indicate a lack of vocabulary ("cut," "big trucks," and "another plas").
Response Quality 2	• Topic-specific word use is limited ("wood," "carv," and "logs").
	Conventions
Response Quality 2	• Sentence structure is simple and lacks control.
Response Quality 2	• Common and unfamiliar words are spelled phonetically ("sholld" for "should," "slis" for "slice," and "cuking" for "cooking").
Response Quality 1	• Little evidence of correct use of capitalization ("Small Logs" and "Big Logs").
Response Quality 1	• Little evidence of correct use of end punctuation and commas.

Length and complexity must be considered.

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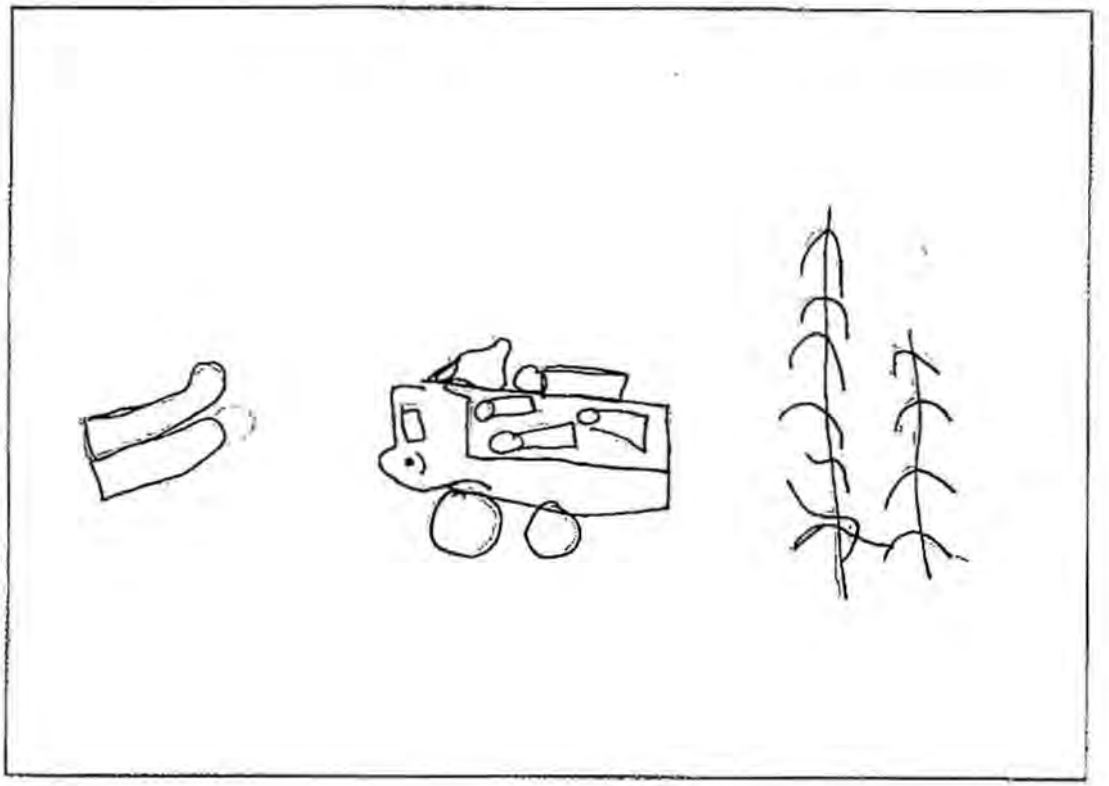

Dear, Town I think our town shold have a wood shop beaase we could slis wood arde carv wood and we can sis wood and we could cut is big logs us it and we can take Small Logs of it and we can cut Big Logs uf it and we can carv the logs and we can drive the big trucks and take them away another plas and we can use them for cuking and we can go to the wood shop and get more wood and I think the peplo woob like it beacse they cold pick up big Logs from John

Exemplar for Response Quality 1, 2, and 3 Descriptors: The Daycare

Activity 3: The Composition
Students work independently to create their compositions which include visual representations.

	Descriptors
	Content and Organization
Response Quality 2	• Information is vague and the main idea is inadequately developed (many children will come to play and learn in the daycare).
Response Quality 2	• Details are few ("meny toys," "few more kids," and "leare more things").
Response Quality 2	• Information is fragmented, disconnected and lacks a logical sequence ("Kids can go on the same day. They can have a few more kids.").
Response Quality 3	• Visual representations are present and support the composition.
	Vocabulary
Response Quality 1	• Connecting words are missing.
Response Quality 2	• Words chosen are vague and indicate a lack of vocabulary ("put," "same day," and "leare more").
Response Quality 2	• Topic-specific word use is limited ("toys," "kids," and "classes").
	Conventions
Response Quality 2	• Sentence structure is simple.
Response Quality 3	• Common words are spelled correctly. Unfamiliar and irregular words are spelled phonetically ("emtey" for "empty," "meny" for "many," and "leare" for "learn").
Response Quality 3	• Capitalization at the beginning of sentences is generally correct.
Response Quality 2	• Inconsistent use of end punctuation and commas.

Length and complexity must be considered.

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We should put a daycare in the emtey place. They could put meny, toys in it. Kids can go on. the same day They can have a few more, kids. Sometimes they could have. two classes going at the same time, They can leare more things We can do it!

Exemplar for Response Quality 2 and 3 Descriptors: Pet Store

Activity 3: The Composition
Students work independently to create their compositions which include visual representations.

	Descriptors
	Content and Organization
Response Quality 3	• Information is appropriate and provides some support for a main idea (the kids want a pet from the pet store, parents finally agree, kids get two dogs).
Response Quality 3	• Details are general and develop the topic ("fish rabbits cats ...," "herd in the news," and "coler broun").
Response Quality 2	• Information lacks a logical sequence.
Response Quality 3	• Visual representations are present and support the composition.
	Vocabulary
Response Quality 2	• Few connecting words are used ("Then" and "so they").
Response Quality 3	• Words chosen are general and used appropriately ("askt," "whent," and "both").
Response Quality 3	• Topic-specific words are sometimes used ("pet store," "spiders," and "baby puppy").
	Conventions
Response Quality 2	• Sentence structure is simple.
Response Quality 3	• Common words are spelled correctly. Unfamiliar and irregular words are spelled phonetically ("askt" for "asked," "parints" for parents," and "candch" for "changed").
Response Quality 2	• Inconsistent use of correct capitalization.
Response Quality 2	• Inconsistent use of end punctuation and commas.

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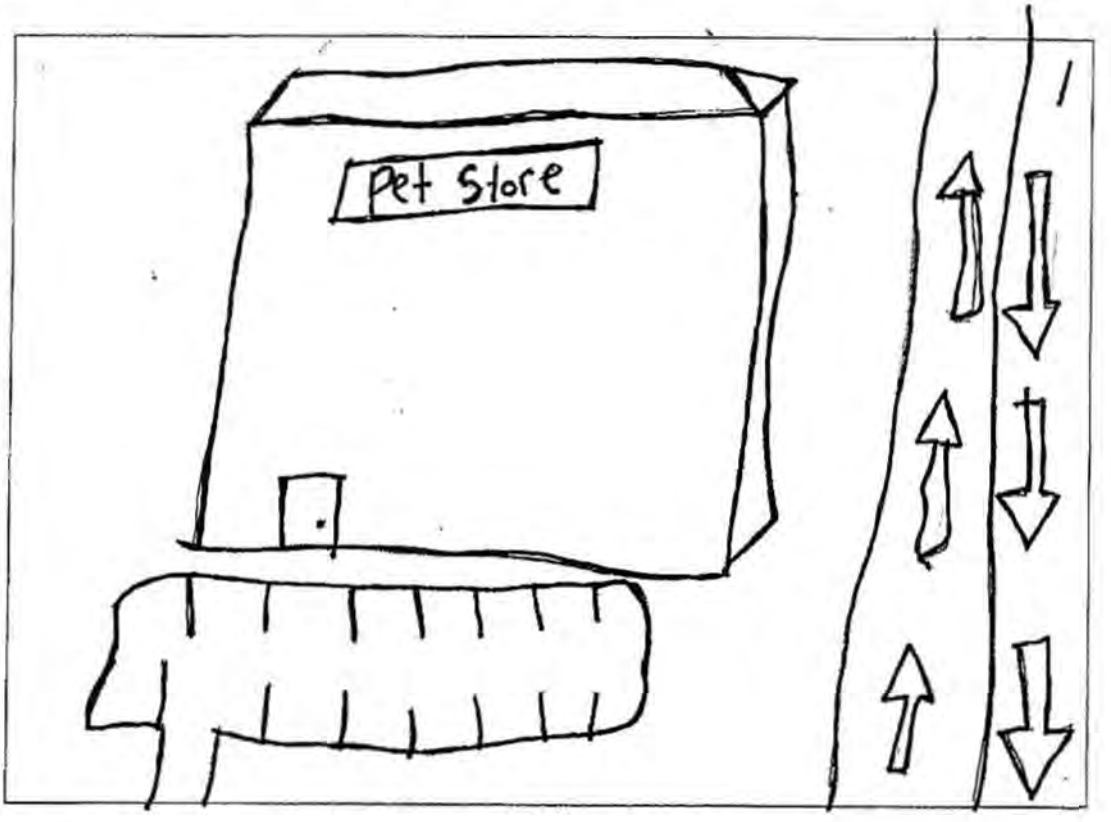

I would have a pet store in the empty space. There are fish rabbits cats spiders and puppys. the kids askt to have a pet. there parints would say no. Then the mom herd in the news the empty space. Had a pet store with more pets so they candch her mide and said yes. all the kds

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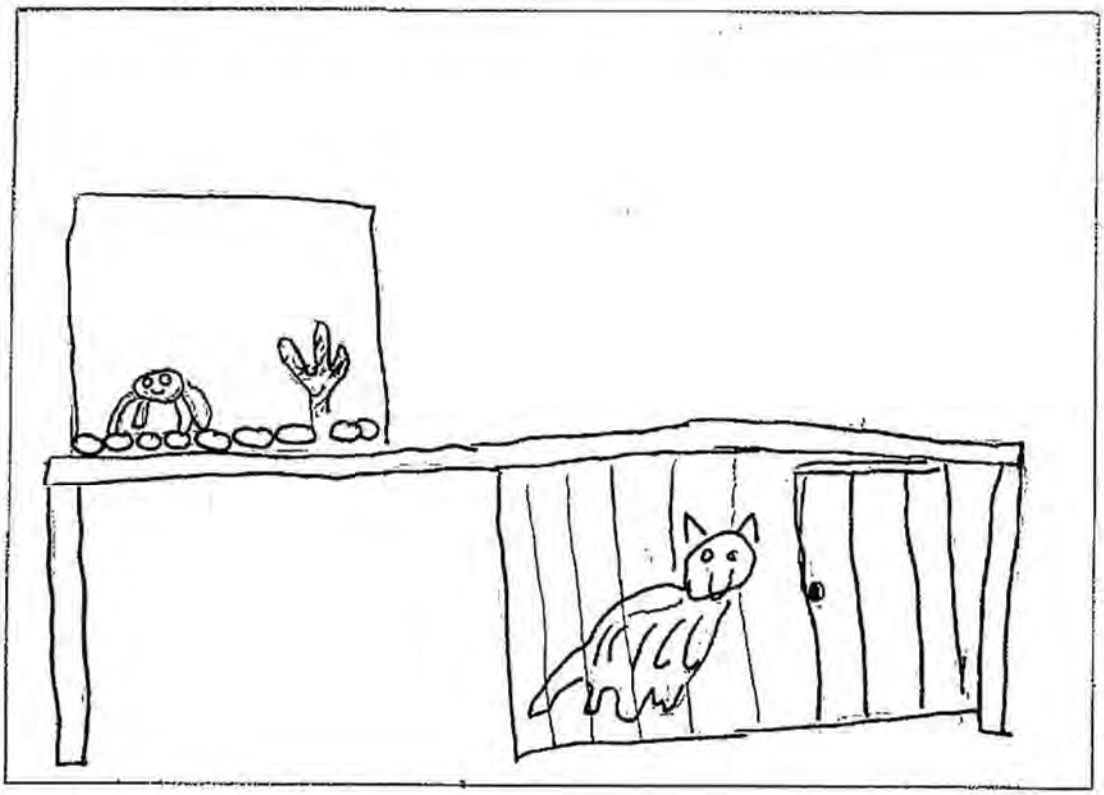

when there she saue two dogs. one was a girl the other was a boy she got both of them then they had. a Baby puppy. One baby puppy it was the coler braun.

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Exemplar for Response Quality 3 Descriptors: Picnic Area

Activity 3: The Composition
Students work independently to create their compositions which include visual representations.

	Descriptors
	Content and Organization
Response Quality 3	• Information is appropriate and provides some support for a main idea (build a picnic area, families and animals will come to eat there and spend time together).
Response Quality 3	• Details are general and develop the topic ("tabels and trees," "pik berrys," and "make the air cleaner").
Response Quality 3	• Information is generally presented in sequence (will build a picnic area that people and animals can enjoy).
Response Quality 3	• Visual representations are present and support the composition.
	Vocabulary
Response Quality 3	• Simple connecting words appropriately link ideas ("so," "becaues," and "when").
Response Quality 3	• Words chosen are general and used appropriately ("need," "help," and "spend time").
Response Quality 3	• Topic-specific words are sometimes used ("tabels," "community," and "vagcashon").
	Conventions
Response Quality 3	• Simple and compound sentences are generally controlled.
Response Quality 3	• Common words are spelled correctly. Unfamiliar and irregular words are spelled phonetically ("piknic" for "picnic," "poeple" for "people," and "vagcashon" for "vacation").
Response Quality 3	• Capitalization at the beginning of sentences is generally correct.
Response Quality 3	• End punctuation and commas are generally correct.

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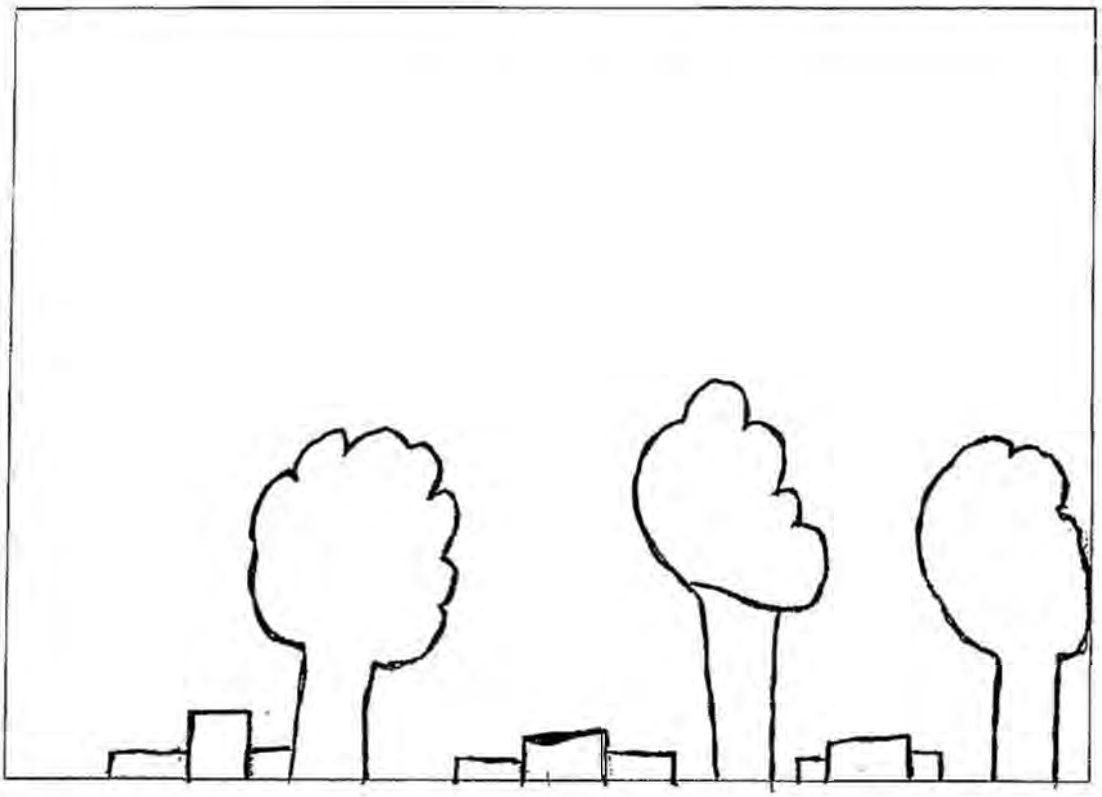

I would use the empty space by bilding a piknic aria there with tabels and trees. more poeple need to use this space so lets make the piknic aria smaller. They can come pik berrys in this space this will help familys becaues they can spend time together. Animals will eat

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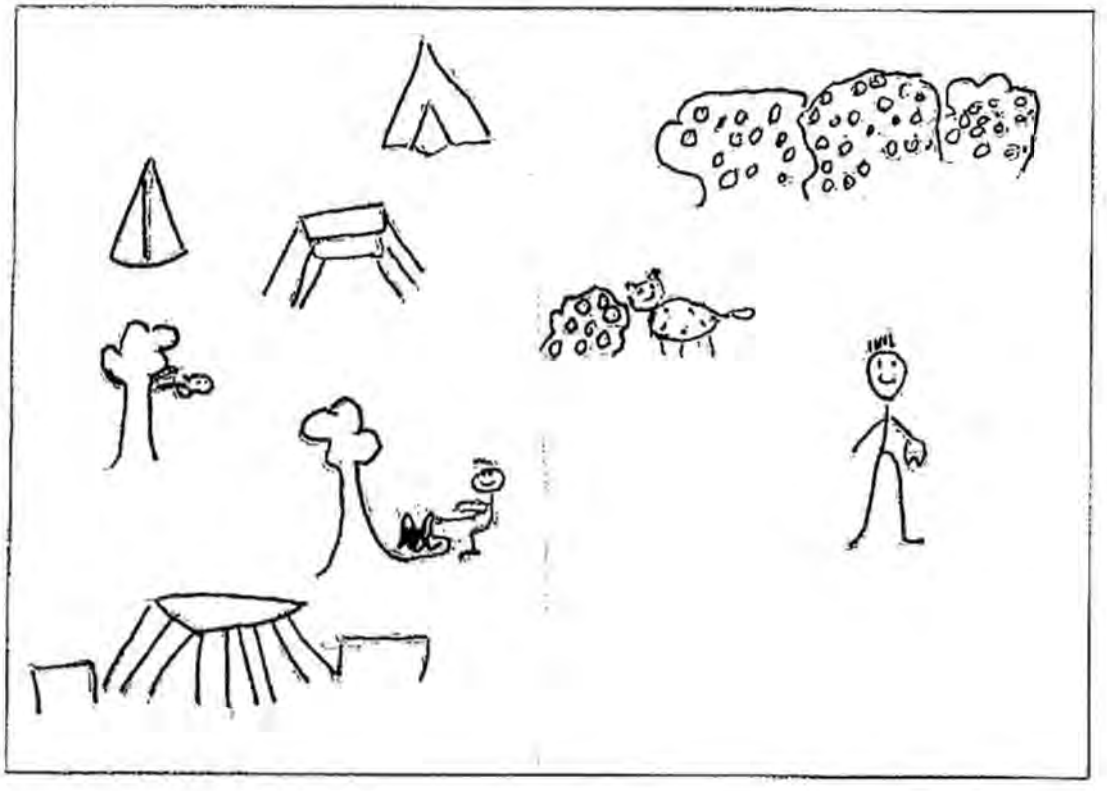

berrys there to. this will help them, lots of trees will help our community. and this will make the air cleaner more poeple will come here to eat when they go on vagcashon.

Exemplar for Response Quality 3 and 4 Descriptors: A Park

Activity 3: The Composition
Students work independently to create their compositions which include visual representations.

	Descriptors
	Content and Organization
Response Quality 3	• Information is appropriate and provides some support for a main idea (empty space will be a park with animals and plants, people will have fun in the park and be healthy).
Response Quality 3	• Details are general and develop the topic ("big feeld," "people can pet them," and "fresh air").
Response Quality 3	• Information is generally presented in sequence (animals in the petting zoo, plants keep the air clean, people will enjoy the animals and work outside in the fresh air).
Response Quality 3	• Visual representations are present and support the composition.
	Vocabulary
Response Quality 3	• Simple connecting words appropriately link ideas ("because," "and," and "then").
Response Quality 3	• Words chosen are general and used appropriately ("visit," "hethee," and "think").
Response Quality 3	• Topic-specific words are sometimes used ("petting zoo," "communitys," "familytime," and "fresh air").
	Conventions
Response Quality 3	• Simple and compound sentences are generally controlled ("The petting zoo is big and fun" and "The emty space will bring people there, to enjoin the Animals and they can work outside in the fresh air").
Response Quality 4	• Most words are spelled correctly. Uncommon words are spelled phonetically ("feeld" for "field," "hethee" for "healthy," and "reely" for "really").
Response Quality 4	• Capitalization at the beginning of sentences is usually correct.
Response Quality 4	• End punctuation and commas are usually correct.

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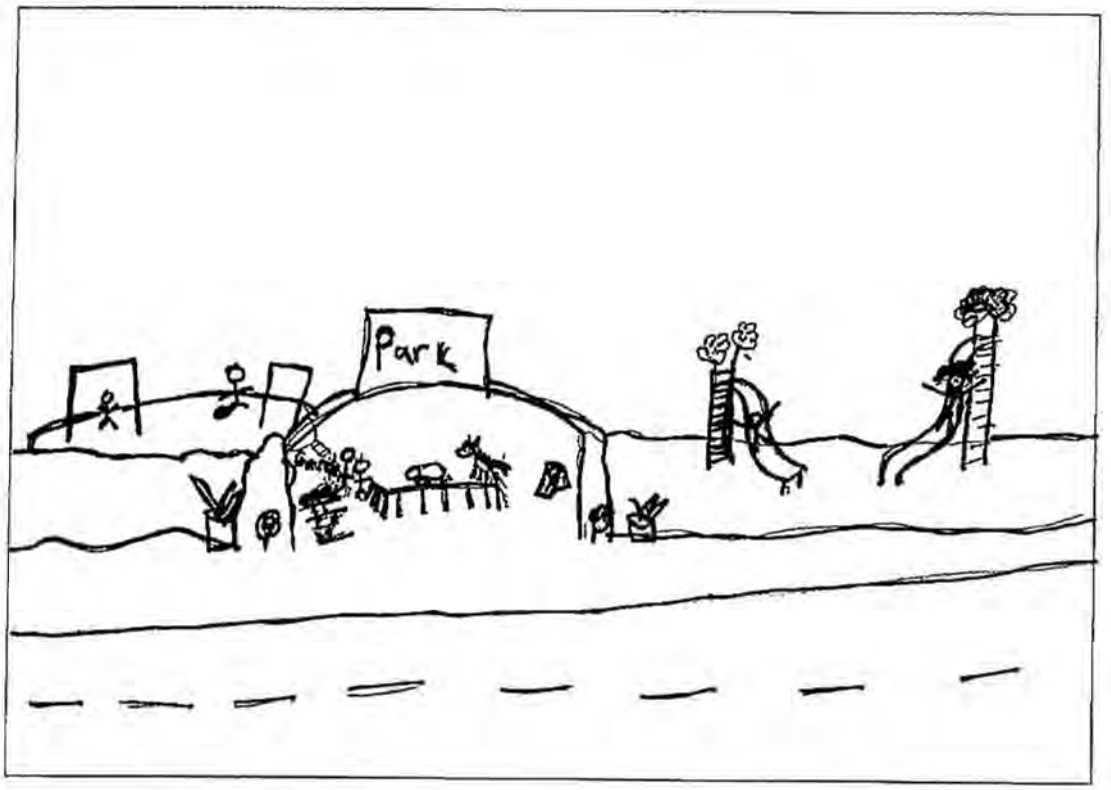

I have changed the empty space into a park with animals and plants, flowers slides, a garden and a big feeld. I think it will help people because they can have fun in the park. They can visit the Animals in the park. I have a petting zoo with food for the animals who will eat it and people can pet them. The petting zoo is big and fun. The animals can stay hether if they eat. The plants will keep the air clean every day in our communitys. I think people should not always be inside the house. They should come to the park every day. I think if the people would have a place to live in, then have more family time. I think that sliding is very much fun. The empty space will

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bring people there, to enjoin the Animals and they can work outside in the fresh air. I really wish this could happen anytime soon! I think that everyone should be hethee in my park!

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Exemplar for Response Quality 3 and 4 Descriptors: Skateboard Park

Activity 3: The Composition
Students work independently to create their compositions which include visual representations.

	Descriptors
	Content and Organization
Response Quality 4	• Information is intentionally chosen and presents a supported main idea (wants to build a skateboard park with ramps and a snack bar for teachers and kids to enjoy; some space for trees and animals).
Response Quality 4	• Details are interesting, specific, and effectively develop the topic ("hot Summer days," "4 or 5 or 6 feet long," "PS no free refilse!," and "space for the big trees and furry animals").
Response Quality 4	• Information is usually presented in logical sequence (includes where to build, what to build, reasons to build, details of the skateboard park, and why people will enjoy it).
Response Quality 4	• Visual representations are integrated and enhance the composition.
	Vocabulary
Response Quality 4	• Several different connecting words and phrases usually create coherence ("because," "or," "but," "just incase", and "So").
Response Quality 4	• Interesting words are intentionally chosen and usually used accurately ("great idea," "relly thersty," "cool ramps," and "furry animals").
Response Quality 4	• Topic-specific words are usually used accurately ("lunch Recess." "snak bar," and "free refilse").
	Conventions
Response Quality 4	• Simple and compound sentences are written correctly ("If I could billd eney thing in the open space nere my house I would put a cool skatbord park" and "it can be 4 or 5 or 6 feet long").
Response Quality 3	• Common words are spelled correctly. Unfamiliar and irregular words are spelled phonetically ("eney" for "any," "nere" for "near," "snak" for "snack," and "thersty" for "thirsty").
Response Quality 3	• Capitalization at the beginning of sentences is generally correct.
Response Quality 4	• End punctuation and commas are usually correct.

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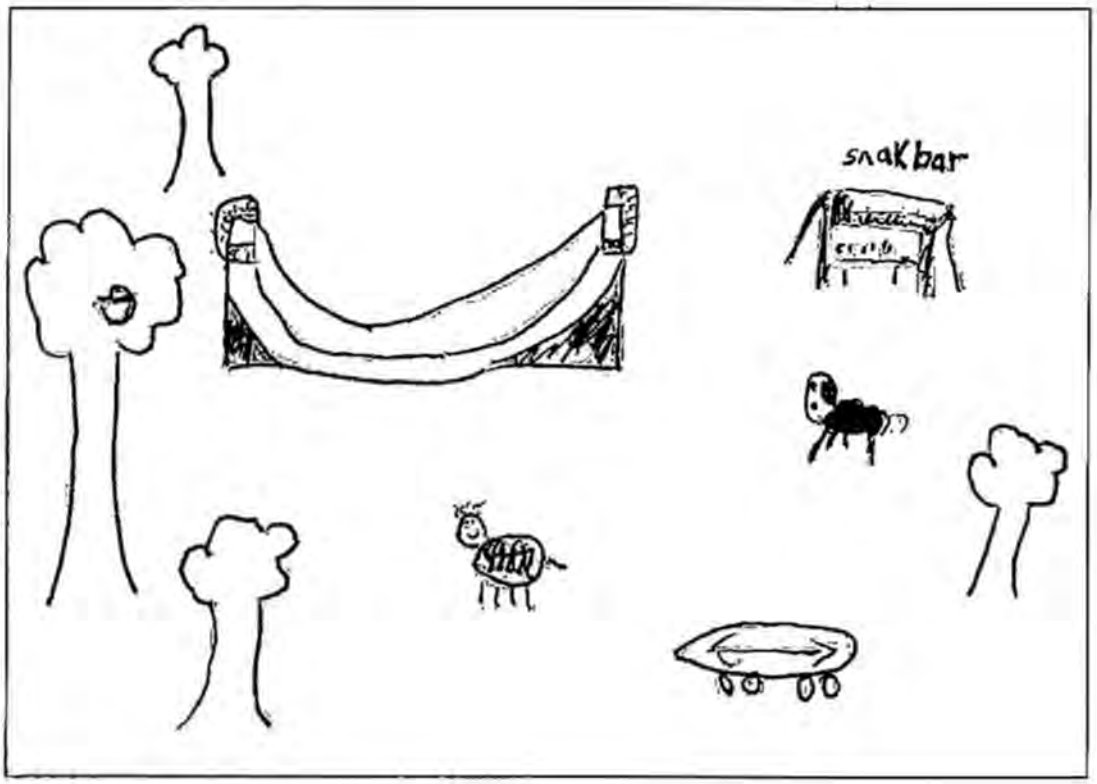
If I could bild enything in the open Space nere my house I would put a cool SkaBoord park. I would put a Skatbord park because on hot Summer days the other Kids and teachers in my School can go Skatbording after school, or at lunch Recess It will also be a great idea to bild a Skatbord park because it will be as fun as the water park, but it will be close



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to my home. it can be 4 or 5 or 6 feet long. it might even have snak bar just incase they get relly thersty or hungry. PS no free refilse! Just for fun we can put 1 or 2 cool ramps, and there still some space for the big trees and furry animals. So there you have it some reasons why it will be fun to make a skatbord park.

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Exemplar for Response Quality 4 Descriptors: A Lake

Activity 3: The Composition
Students work independently to create their compositions which include visual representations.

	Descriptors
	Content and Organization
Response Quality 4	• Information is intentionally chosen and presents a supported main idea (the lake will provide fresh water for the people, animals will live in the lake, the community will enjoy wildlife and nature, and it will be fun to explore).
Response Quality 4	• Details are interesting, specific, and effectively develop the topic ("fresh water," "difforet creters," "swim and dive," and "nature tresers").
Response Quality 4	• Information is usually presented in logical sequence (make a lake that gives us fresh water, animals can live there, people will explore, people will love the beauty of the water and it will give joy to the animals).
Response Quality 4	• Visual representations are integrated and enhance the composition.
	Vocabulary
Response Quality 4	• Several different connecting words and phrases usually create coherence ("because," "Even," and "so that').
Response Quality 4	• Interesting words are intentionally chosen and usually used accurately ("swim and dive," "buty of water," and "fasinating").
Response Quality 4	• Topic-specific words are usually used accurately ("fresh water," "wildlife and nature," and "look for nature tresers").
	Conventions
Response Quality 4	• Simple and compound sentences are written correctly and are usually effective ("Even beevers can swim and dive in the lake" and "This lake makes me excited because I can not wate to explor!").
Response Quality 4	• Most words are spelled correctly. Uncommon words are spelled phonetically ("injoy" for "enjoy," "rely" for "really," and "hole" for "whole").
Response Quality 4	• Capitalization at the beginning of sentences is usually correct.
Response Quality 4	• End punctuation and commas are usually correct (some overuse of exclamation marks at the end of the composition).

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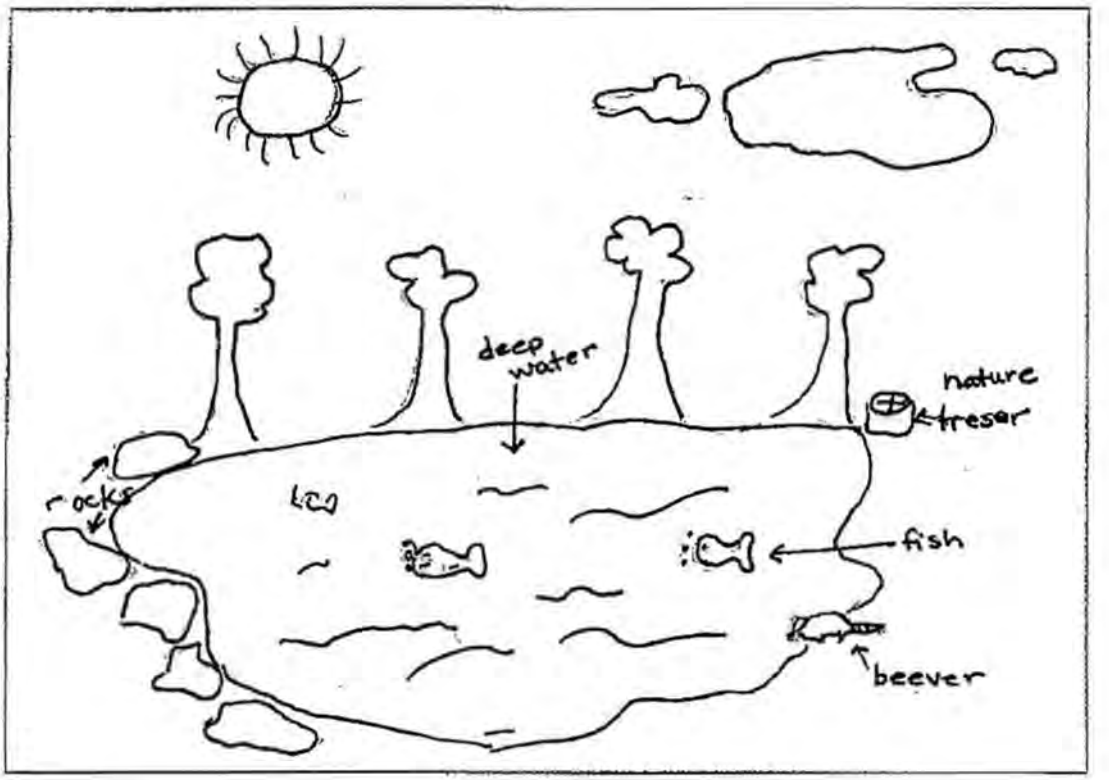

I would use the empty space by the town to make a lake. It will help people because it gives us fresh water to injoy. It will help animals because they can live in the lake. It will help our Community injoy wildlife and nature. I rely, rely, rely like this because more people will use it to explor in the

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water and see lots of differet creters. There will be lots of Fish that injoy the beautiful water! Even beevers can swim and dive in the lake. More people will come so that they can love and injoy the buty of water This lake makes me excited because I can not wate to explor!. My lake can get the hole community out of the city to look for natue tresers!. It will be fasinating to find all the animals in the lake! The lake is going to be deepand big! It can give joy to the animals that live their!

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Exemplar for Response Quality 4 and 5 Descriptors: A Waterslide

Activity 3: The Composition
Students work independently to create their compositions which include visual representations.

	Descriptors
	Content and Organization
Response Quality 4	• Information is intentionally chosen and presents a supported main idea (the waterslide is described including how it will be built, and the fun the friends will have on it).
Response Quality 5	• Details are relevant, precise, and consistently develop the topic ("four stories," "yellow metal poles," "steep staircase," and "pile of innertoobs").
Response Quality 5	• Information is consistently presented in logical sequence (writer describes the waterslide from the bottom to the top, creating a visual map for the reader).
Response Quality 4	• Visual representations are integrated and enhance the composition.
	Vocabulary
Response Quality 4	• Several different connecting words and phrases usually create coherence ("At the bottom," "On the third level," and "As you move up to the top').
Response Quality 4	• Interesting words are intentionally chosen and usually used accurately ("Purple Unicorn," "winding staircase," "stand strait," and "black flap").
Response Quality 5	• Topic-specific words are consistently used accurately ("four stories," "next level", "concreet," "balcony," and "wide open pool").
	Conventions
Response Quality 5	• Simple and compound sentences are written correctly and are consistently effective ("Wave to your friends!" and "Once you get on one, you can slide down to the wide open pool").
Response Quality 4	• Most words are spelled correctly. Uncommon words are spelled phonetically ("concreet" for "concrete," "strait" for "straight," and "entranse" for "entrance").
Response Quality 5	• Capitalization of proper nouns and the beginning of sentences is essentially correct.
Response Quality 5	• End of sentence punctuation and commas are essentially correct. Risk taking is evident (use of a colon and parentheses).

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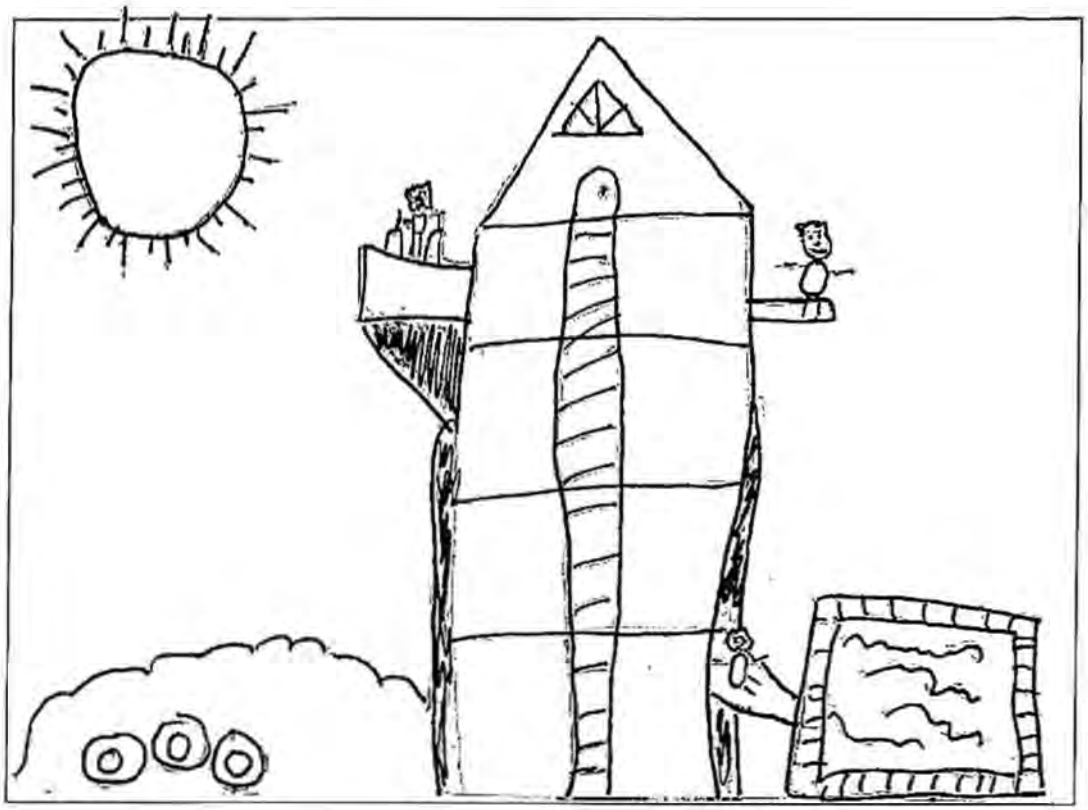

This is my idea:

I want to build a water slide. It will have four stories. I think it should be called Purple Unicorn. At the bottom there will be stairs going to the next level. It should be on concreet so it will stand strait. The water slide will be bright purple, with yellow metal poles to keep it up. There will be a winding staircase to reach the other stories. On the third level, there is diving board that a large pool waits at the bottom. (see page

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before.) A steep staircase with a black flap to come out goes to the second story again. (A small pool of water is around that.) As you move up to, Oh the fourth story on the right side there is a balcony, over looking the rest of the park. Wave to your friends! Beside the entranse, there is a pile of innertoobs. Once you get on one, you can slide down to the wide open pool.

Exemplar for Response Quality 5 Descriptors: Fascinating Park

Activity 3: The Composition
Students work independently to create their compositions which include visual representations.

	Descriptors
	Content and Organization
Response Quality 5	• Information is creative and presents a well-supported main idea (description of a park with detailed information regarding its structure and design; vivid sensory images are created).
Response Quality 5	• Details are relevant, precise, and consistently develop the topic ("leaves will change colour," "gentle birds will sing peacefully," "trees will attract butterflies," and "special ocasions").
Response Quality 5	• Information is consistently presented in logical sequence (writer takes us on a visual and sensory tour of the park).
Response Quality 5	• Visual representations are appropriately integrated and demonstrate in-depth understanding.
	Vocabulary
Response Quality 5	• A variety of connecting words and phrases consistently create coherence ("Not a mall, nor zoo, definatly not a rink," "Plus, it would be useful," "Surrounding it," and "There are also").
Response Quality 5	• Specific, descriptive words are thoughtfully chosen and consistently used accurately ("Plants will sway," "crystal clear, white stone fountain," and "hear water softly trickling").
Response Quality 5	• Topic-specific words are consistently used accurately ("brick pathway," "statues," "spiral walkway," and "appreciated by everyone").
	Conventions
Response Quality 5	• Simple and compound sentences are written correctly and are consistently effective ("Surrounding it will be trees" and "In the fall, the bright colourful leaves will crunch under your feet").
Response Quality 5	• Spelling is essentially correct. Errors reflect risk-taking and phonetic spelling ("definatly" for "definitely," "turquise" for "turquoise," and "ocasions" for "occasions").
Response Quality 5	• Capitalization of proper nouns and the beginning of sentences is essentially correct.
Response Quality 5	• End of sentence punctuation and commas are essentially correct. Risk taking is evident (use of "ex." and parentheses).

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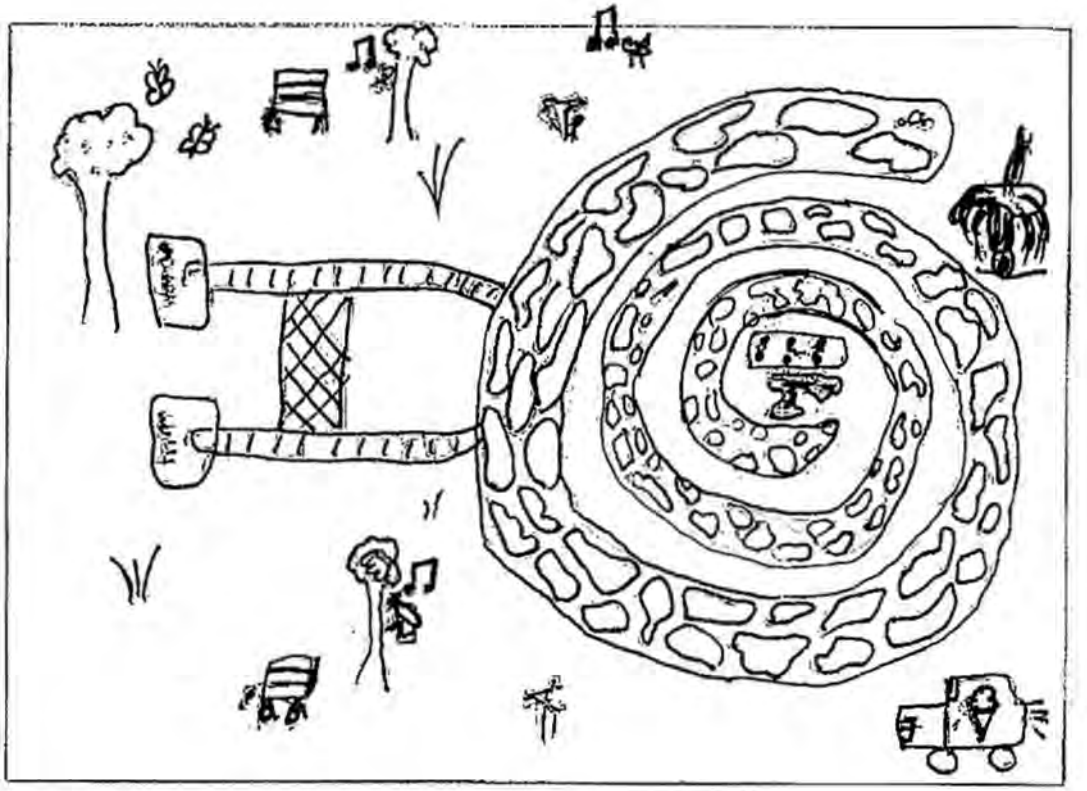
In an empty space I would choose a fascinating park. Not a mall, nor zoo, definatly not a rink. I would choose a park because everyone except pets would use it. Plus, it would be useful and it would look beautiful. Plants will sway, leaves will change colour, and the gentle birds will sing peacefully. The songs will gracefully glide through your ears.



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Surrounding it will be trees. In the fall, the bright colourful leaves will crunch under your feet. The trees will attract butterflies that will flutter their colourful wings. From the crystal clear, white stone fountain you will hear water softly trickling. If you follow the brick pathway, you will find the turquise statues. In the middle of the spiral walkway, there is going to be a flower garden. There are also chairs that grandparents sit down. This Park is to be appreciated by everyone. The ice cream truck comes for special ocasions only. (ex. Mother's Day, Valentine's Day, New Years and other!) There will music and dancing and games.

Activity 4: Thinking About My Work

The purpose of this activity is to assess literacy awareness. Students independently communicate their personal strengths and areas requiring improvement. Students can communicate their understanding in writing or they may express it orally to the teacher who records it in writing.

When assessing Activity 4, consider the extent to which the student critically assesses

- personal strengths
- areas for improvement

Descriptors for Activity 4

Response Quality 5	• Meaningful understanding of personal strengths is expressed. • An area for improvement is thoughtfully identified.
Response Quality 4	• Specific understanding of a personal strength is expressed. • An area for improvement is identified and described.
Response Quality 3	• Basic understanding of personal strengths is expressed. • An area for improvement is identified.
Response Quality 2	• Minimal understanding of personal strengths is expressed. • An area for improvement is inadequately identified.
Response Quality 1	• Expression of personal strengths is missing. • Identification of an area for improvement is missing.

Note: Student responses at Response Quality 3 and above are responses which meet the Provincial Standard for students at the beginning of Grade 3.

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Exemplar for Response Quality 1 Descriptors

Activity 4: Thinking About My Work
A student's response in Activity 4 shows an awareness of personal strengths and areas requiring improvement.

	Descriptor
Response Quality 1	• Expression of personal strengths is missing (The response is a sad face and a question mark).
Response Quality 1	• Identification of an area for improvement is missing (The response is a smiling face).

Thinking About My Work

My favourite part of my work is

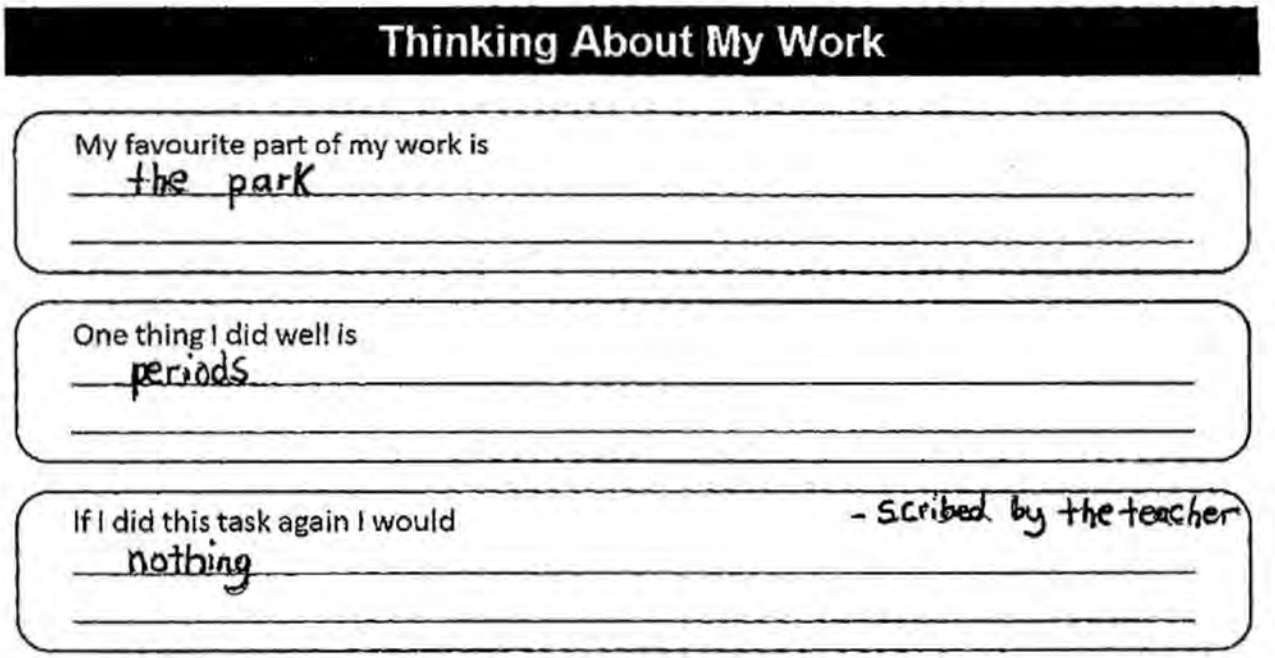
One thing I did well is ?.

If I did these activities again I would

Exemplar for Response Quality 2 Descriptors

Activity 4: Thinking About My Work
A student's response in Activity 4 shows an awareness of personal strengths and areas requiring improvement.

	Descriptor
Response Quality 2	• Minimal understanding of personal strengths is expressed ("periods").
Response Quality 2	• An area for improvement is inadequately identified ("nothing").


Thinking About My Work
My favourite part of my work is
the park
One thing I did well is
periods
If I did this task again I would
- scribed by the teacher
nothing

Note: The student responded orally and the student's responses were recorded by the teacher.

Exemplar for Response Quality 3 Descriptors

Activity 4: Thinking About My Work
A student's response in Activity 4 shows an awareness of personal strengths and areas requiring improvement.

	Descriptor
Response Quality 3	• Basic understanding of personal strengths is expressed ("giving good reasons").
Response Quality 3	• An area for improvement is identified ("adding intresting words").

Thinking About My Work

My favourite part of my work is
a hospital

One thing I did well is
giving good reasons

If I did this task again I would
adding intresting words.

Exemplar for Response Quality 4 Descriptors

Activity 4: Thinking About My Work
A student's response in Activity 4 shows an awareness of personal strengths and areas requiring improvement.

	Descriptor
Response Quality 4	• Specific understanding of a personal strength is expressed ("I used lots of good words and speelled really good words").
Response Quality 4	• An area for improvement is identified and described ("Add more pichures and details and give more resons").

Thinking About My Work

My favourite part of my work is
The part abolt the swiming pul because it is fun and intresting.

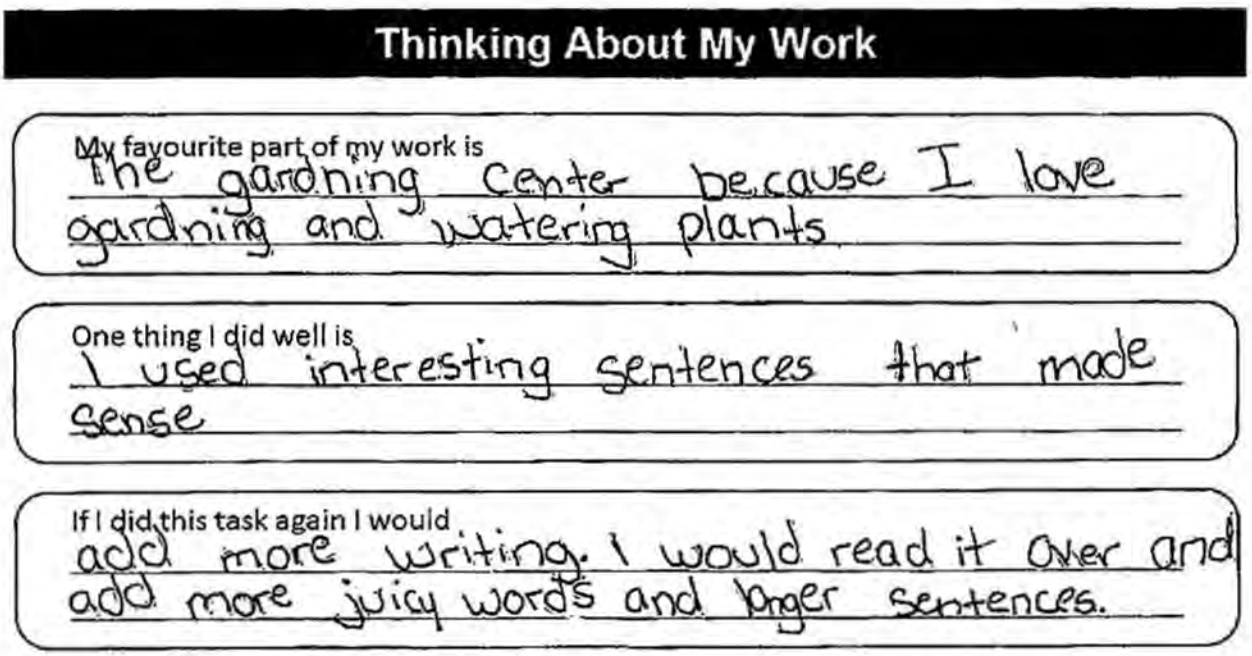
One thing I did well is
I used lots of good words and speelled really good words.

If I did these activities again I would
Add more pichures and details and give more resons.

Exemplar for Response Quality 5 Descriptors

Activity 4: Thinking About My Work
A student's response in Activity 4 shows an awareness of personal strengths and areas requiring improvement.

	Descriptor
Response Quality 5	• Meaningful understanding of personal strengths is expressed ("gardning center because I love gardning" and "interesting sentences that made sense").
Response Quality 5	• An area for improvement is thoughtfully identified ("add more juicy words and longer sentences").



Thinking About My Work

My favourite part of my work is
the garding center because I love gardning and watering plants

One thing I did well is
I used interesting sentences that made sense

If I did this task again I would
add more writing. I would read it over and add more juicy words and lnger sentences.